

Harley Langdale Jr. College of Business Administration
Faculty Workload Policy

PREAMBLE

A workload policy for Valdosta State University (VSU)'s faculty must recognize that faculty contribute to the life of the institution through their teaching, their scholarship and creative endeavors, and their service to the university, to the community, and to their academic disciplines. All of these activities contribute to VSU's mission as a teaching-intensive institution dedicated to offering quality instruction to our students—undergraduate and graduate, in the traditional classroom and online. To provide excellence in teaching, faculty must devote effort to all these components of their professional lives.

Harley Langdale, Jr. College of Business Administration Faculty Responsibilities

For most faculty members, as outlined in VSU's Tenure and Promotion Policies and Procedures, their responsibilities fall in the following three areas:

- Teaching and Student Success Activities
- Scholarship
- Service

An additional area which may be important to acknowledge is Professional Growth and Development—an area in which faculty members may work to enhance their skills, knowledge, and ability in any of the categories listed above

Teaching and Student Success Activities

Harley Langdale, Jr. College of Business Administration (College) faculty are expected to demonstrate excellent teaching and effectiveness in instruction. Faculty teaching effectiveness will be determined based on a rating of exceeds expectation or above as noted on the annual faculty evaluation form. The College follows the VSU's Faculty Evaluation Model in all respective aspects (as noted in Appendix A).

Updated, October 2025

Approved at the October 17, 2025, faculty meeting

As stated in the AACSB 2020 Accreditation Standards, LCOBA tenure-track and tenured faculty hold themselves accountable for improving business practice through a commitment to strategic management, learner success, and impactful thought leadership. VSU as an institution supports faculty's commitment to AACSB Standards by granting a faculty as much as two course releases each academic year for the purpose of expanding impactful scholarship projects. Thus, a faculty's commitment to continuous improvement is demonstrated by annual scholarly activities that lead to sufficient intellectual contributions as defined by the LCOBA Faculty Handbook to maintain Scholarly Academic status.

1. Teaching load

The base VSU full-time teaching load is 24 credits per academic year for tenured and tenure-track faculty and 30 credits for non-tenure-track faculty. The following general guidelines are used when determining faculty teaching loads.

a. Tenure-track Faculty

- 1) Scholarly Academic (SA) qualified faculty who are not on a Performance Remediation Plan (PRP) and are engaged in impactful scholarship projects, may be awarded up to 6 hours of reassigned time per 10-month academic year (e.g., a 3-3 teaching load) for the purpose of expanding scholarship.
- 2) Practice Academic (PA) and Scholarly Practitioner (SP) qualified faculty who are not on a Performance Remediation Plan may be awarded up to 3 hours of reassigned time per academic year for the purpose of expanding scholarship.
- 3) Faculty classified as "Additional" will be assigned a teaching load of 24 hours per 10-month academic year and will not be eligible to teach summer classes. The faculty member will be assigned a four-day teaching schedule with all in-person classes

The faculty member is responsible for developing a plan to return to and retain SA status.

The plan should include the following:

- (1) a set of goals or outcomes.
- (2) a plan outlining the tasks that will be undertaken
- (3) a timeframe to achieve the goals listed above.
- (4) a list of the resources and supports that are available.
- (5) a self- monitoring strategy
- (6) a self-reflection of progress or improvement

The plan must be approved by both the department head and the dean.

- 4) In all cases, reassigned times will require the approval of the dean and provost.

b. Non-tenure-track Faculty

Under normal circumstances, non-tenure-track faculty will be assigned to a teaching load of 30 hours per 10-month academic year. In all cases, reassigned times will require the approval of the dean and provost.

2. Summer Teaching is not part of the 10-month academic year contract. Summer teaching is not guaranteed and is offered based on faculty performance, student demand, and departmental needs. Faculty who are on a Performance Remediation Plan will not be eligible to teach summer classes. Per University System of Georgia policy, total additional summer compensation cannot exceed one-third of 10-month salary.
3. Department heads will attempt to limit the number of course preparations to two per semester and will accommodate faculty course and time preferences, subject to departmental and college needs.
4. Office Hours

Faculty members are required to hold a minimum number of office hours per week depending on the type and number of credit hours taught. These office hours must be spread over at least two weekdays.

- a. Faculty teaching on-campus courses must maintain a minimum of 40 minutes of on-campus office hours per credit hour taught.
- b. Faculty teaching hybrid courses must maintain a minimum of 30 minutes of on-campus and a minimum of 10 minutes of virtual office hours per credit hour taught.
- c. Faculty teaching online courses must maintain a minimum of 20 minutes of on-campus and a minimum of 20 minutes of virtual office hours per credit hour taught.
- d. Faculty teaching only online courses during summer must maintain a minimum of 40 minutes of virtual office hours per credit hour taught.

Appendix A: Rubrics for Faculty Evaluation Model (FEM)

Harley Langdale, Jr. College of Business

Final Draft (last revised 03/06/2024, teaching rubric updated July 2024)

Preamble to this document: Excerpt from the University Policy for Faculty Evaluation Model, approved by the Faculty Senate, March 2021 (Updates approved, April 2022)

Departmental (or College) Statement of Expectations

Each department/unit will review and maintain its statement of expectations for each performance level applicable to all faculty members (tenured and non-tenured) every five years. Departmental/unit statements will address expectations for the areas of teaching and student learning; research, scholarship, professional growth, and creative production; and service to the university, community, or profession. These must be as specific as possible, without precluding the diverse contributions that individual faculty members might make to the university community. Individual differences in teaching, scholarship, and service are valued.

Therefore, each faculty member will be evaluated in the following three performance areas:

- Teaching and Student Learning
- Research, Scholarship, Professional Growth, and Creative Production
- Service to the University, Community, or Profession

In each area, a faculty member will be evaluated at the following performance levels:

EXEMPLARY: Faculty performance significantly exceeds the departmental standard for the performance area. Depending on the area, this level of performance demonstrates extraordinary leadership and/or mentorship in activities that significantly impact the department, college, or university.

EXCEEDS EXPECTATIONS: Faculty performance exceeds departmental standards for the performance area. Depending on the area, this level of performance may include such notable achievements as significantly exceeding the approved Faculty Action Plan, excelling on a specific project, task, or special assignment; assuming added responsibility for an assignment beyond the Action Plan that requires extraordinary commitment of time and energy; or receiving an honor or award in an area of professional activity or responsibility.

MEETS EXPECTATIONS: Faculty performance that clearly meets the Faculty Action Plan agreed upon for the calendar year. In addition, it is characterized by regular, productive contributions to department, college, and university goals. Successful faculty members are consistently perceived by peers and students as knowledgeable, skilled, and reliable, and they consistently interact with students, peers, and other university personnel in a professional and effective way.

NEEDS IMPROVEMENT: Faculty performance that needs improvement may fall short of the Faculty Action Plan for the calendar year, or it may not consistently meet stated departmental standards of quality or quantity of performance during the year. Faculty members whose

performance needs improvement may require more than expected levels of supervision; they may respond ineffectively to monitoring or guidance; they may not consistently interact appropriately and professionally with students, peers, or other university personnel; or they may ignore or violate departmental, college, or university policies and procedures. A Performance Remediation Plan created by the faculty member and department head will be designed to address issues within a one-year time span.

DOES NOT MEET EXPECTATIONS: Faculty performance that falls significantly below stated departmental standards. This performance level may fail to attempt one or more elements of the Faculty Action Plan for the calendar year, or it may fail to address or complete an assigned Performance Remediation Plan. To a significant degree, faculty members who fail to meet expectations may frequently or egregiously interact in inappropriate or unprofessional ways with students, peers, or other university personnel; or they may repeatedly ignore or violate departmental, college, and/or university policies and/or procedures.

<p style="text-align: center;">LCOBA Summary Rubric for Overall Evaluation</p>				
Exemplary	Exceeds Expectations	Meets Expectations	Needs Improvement	Does not meet Expectations
Earns a rating of exemplary for teaching and exceeds expectations or higher in research/scholarship and service.	Earns a rating of exceeds expectations or higher for teaching and meets expectations in all other areas.	Meets expectations in all three areas of evaluation	Needs improvement in any one area. A Performance Remediation Plan (PRP) is required	Does not meet expectations in any one area. A Performance Remediation Plan (PRP) is required
<p>LCOBA faculty are expected to meet expectations in three areas.</p> <ol style="list-style-type: none"> 1. Teaching 2. Research 3. Service <p>Detailed rubrics for each of the three areas define the criteria for meets expectations in that area. Use this summary rubric to aggregate the ratings from each of the three areas into a single overall faculty evaluation.</p> <p>Guidelines for the Summary Rubric A faculty member who earns an <i>overall</i> evaluation of exceeds expectations or exemplary must have earned a minimum rating of meets expectations in all areas. Any faculty member who earns a rating of needs improvement or does not meet expectations in any one area, will be placed on a Performance Remediation Plan (PRP).</p>				

Draft Rubric for FEM Teaching and Student Learning LCOBA 1.0 Evaluation of Teaching and Student Learning				
Exemplary	Exceeds Expectations	Meets Expectations	Needs Improvement	Does not meet Expectations
See Criteria for Exemplary	See Criteria for Exceeds Expectations	See Criteria for Meets Expectations	Needs improvement to fully meet expectations for teaching. A Performance Remediation Plan (PRP) is required.	Does not meet expectations for teaching. A Performance Remediation Plan (PRP) is required.

Draft Rubric for FEM Teaching and Student Learning | LCOBA

1.0 Evaluation of Teaching and Student Learning

Criteria for Meets Expectations - Faculty meet expectations for teaching by demonstrating these criteria.

- Teach classes as assigned by the department and college.
- Attend and hold scheduled class sessions except for extenuating circumstances
- Provide timely notification to department head and students when an absence occurs
- Conduct class with course content representative of course description in university catalog and course objectives outlined on the syllabus
- Participate in assurance of learning activities when requested and in a timely manner (i.e., AACSB, SAACS)
- Publish and maintain office hours in accordance with the LCOBA faculty handbook
- Timely submission of a complete syllabus for each course that includes appropriate course learning outcomes and meets university requirements
- Timely submission of final grades and other student-related reports required by the university and college
- Interacts professionally and effectively with students
- Execute teaching responsibilities as may be updated from time to time in the LCOBA faculty handbook, section III.A. Teaching.

Criteria for Exceeds Expectations - Faculty exceed expectations by demonstrating these criteria.

- Teaching goals outlined in the Faculty Action Plan are clearly met.
- SOIs for the evaluation period are consistent with LCOBA and University standards of performance.
- Goals for the Faculty Action Plan for the next evaluation period accurately reflect faculty performance in the current period, and are aligned with the goals of the department, college and university.
- Teaching reflection is comprehensive and is captured in the Faculty Action Plan for the next evaluation period.
- Course learning outcomes are routinely assessed, and instructional strategies updated based on this assessment. This should be included in the teaching reflection in the Faculty Action Plan.
- Course design and delivery are appropriate for course objectives.
- Responsive to students and provides timely feedback to students on their work.
- Academic Integrity is supported and promoted
- Interacts with integrity toward students and colleagues.
- The nature of the courses taught (e.g., required, major), number of students, number of preps or new preps is considered.

Criteria for Exemplary – Faculty are considered exemplary when they demonstrate some, but not all, of the following criteria in a single year. Evidence of exemplary teaching is not limited to these criteria. Additional evidence of exemplary teaching demonstrated by the faculty is also considered in the evaluation.

- Teaching innovations that align with the quality enhancement plan at the university level
- Teaching innovations that align with the goals of the department, college and university, and other stakeholders.
- Professional development in teaching and learning
- Scholarship of teaching and learning presentations or papers
- Development of student success tools and curricular materials
- Effective advising and mentoring
- Experiential learning activities; engagement in high impact practices; initiatives to improve student career success.
- Deploys current technology that is appropriate for the course

2.0 Draft FEM Rubric Research/Scholarship

LCOBA 2.0 Research/Scholarship Rubric*					
Faculty Track	Exemplary	Exceeds Expectations	Meets Expectations	Needs Improvement	Does not meet Expectations
Pre-Tenured	Has published or had accepted more than 4 QJ publications and completed more than 3 additional intellectual contributions in the last five years as well as demonstrate a sustainable research pipeline.	Has published or had accepted 4 QJ publications and completed 3 additional intellectual contributions in the last five years as well as demonstrate a sustainable research pipeline.	Has published or had accepted 3 QJ publications and completed 2 additional intellectual contributions in the last five years as well as demonstrate a sustainable research pipeline. If the individual's time in rank at VSU is less than five years, significant progress has been made toward this expectation.	Faculty member has made progress but has published or had accepted less than 3 QJ publications and completed less than 2 additional intellectual contributions in the last five years. If the individual's time in rank at VSU is less than five years, significant progress has not been made toward expectations. A Performance Remediation Plan (PRP) is required.	Faculty member has made no progress toward expectations. No QJ publications or intellectual contributions. A Performance Remediation Plan (PRP) is required.
Tenured	Has published or had accepted more than 3 QJ publications and completed more than 2 additional intellectual contributions in the last five years as well as demonstrate a sustainable research pipeline.	Has published or had accepted 3 QJ publications and completed 2 additional intellectual contributions in the last five years as well as demonstrate a sustainable pipeline.	Has published or had accepted 2 QJ publications and completed 1 additional intellectual contribution in the last five years as well as demonstrate a	Faculty member has made progress but has published or had accepted less than 2 QJ publications and has not completed 1 additional intellectual contribution in the last five years. A	Faculty member has made no progress toward expectations. No QJ publications or intellectual contributions have been completed in the last 5 years. A Performance Remediation Plan (PRP) is required.

			sustainable research pipeline.	Performance Remediation Plan (PRP) is required.	
Non-Tenure Track Instructor	Has published or had accepted more than one QJ publication and/or completed additional intellectual contribution(s).	Has published or had accepted a QJ publication and/or completed additional intellectual contribution (s).	A QJ publication and/or completed additional intellectual contribution is not required to meet expectations.	N/A	N/A
Non-Tenure Track Lecturer	Not evaluated	Not evaluated	Not evaluated	Not evaluated	Not evaluated

***Includes Student Success Activities such as undergraduate and graduate research. Faculty should also document their research's impact with reference to AACSB Standard 9.**

3.0 Service Rubric

LCOBA 3.0 Service Rubric*					
Faculty Track/Rank	Exemplary	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Lecturer or Instructor	Exceeds expectations and demonstrates leadership and impact in at least three of the four service areas.	Meets expectations and makes contributions and impact at the department level.	Makes contribution(s) to service activities.	Makes insignificant contribution(s) to service activities.	Makes no contributions(s) to service activities.
Assistant Professor (Before Pre-Tenure)	Exceeds expectations and demonstrates leadership and impact in at least three of the four service areas.	Meets expectations and makes contributions and impact at the department level.	Makes contribution(s) to service activities.	Makes insignificant contribution(s) to service activities.	Makes no contributions(s) to service activities.
Assistant Professor (After Pre-Tenure)	Exceeds expectations and demonstrates leadership and impact in at least three of the four service areas.	Meets expectations and makes contributions and impact at the department and college levels	Makes contribution(s) to service activities.	Makes insignificant contribution(s) to service activities. A Performance Remediation Plan (PRP) is required.	Makes no contributions(s) to service activities. A Performance Remediation Plan (PRP) is required.
Associate Professor	Exceeds expectations and demonstrates an impact on our VSU community as a result of these activities.	Meets expectations and demonstrates leadership.	Makes contributions to service in multiple service areas	Makes insignificant contribution(s) to service activities. A Performance Remediation Plan (PRP) is required.	Makes no contributions(s) to service activities. A Performance Remediation Plan (PRP) is required.
Full Professor	Exceeds expectations and demonstrates a significant impact beyond the VSU	Meets expectations and demonstrates an impact on our VSU community as a result of these activities.	Demonstrates leadership. Makes contributions to	Makes some contribution(s) to service activities. A	Makes no contributions(s) to service activities. A Performance Remediation Plan (PRP) is required.

	community as a result of these activities.		service in multiple service areas.	Performance Remediation Plan (PRP) is required.	
--	--	--	------------------------------------	---	--

*** Includes Student Success Activities such as advising, mentoring, and assurance of learning.**